



SC Annual School Report Card Summary

Imagine Columbia Leadership Academy
 SC Public Charter
 Grades: K-5 Enrollment: 145
 Principal: Suezan P. Turknett
 Superintendent: Wayne Brazell, Ph. D.
 Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	At-Risk	At-Risk	TBD	TBD	F	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

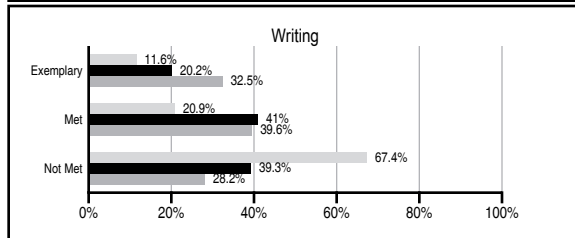
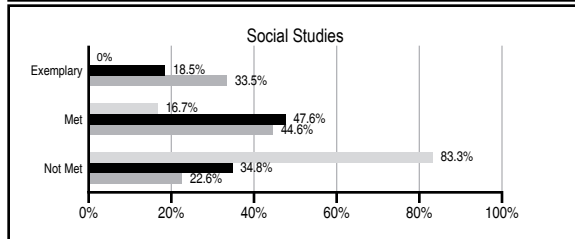
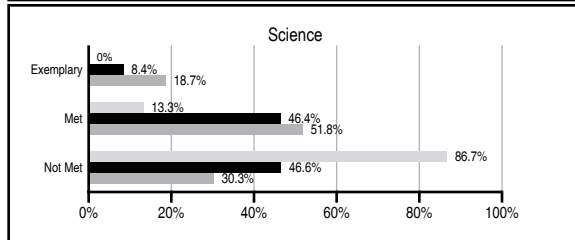
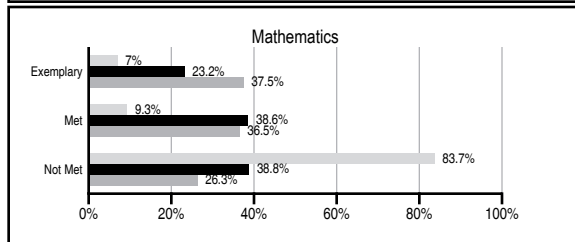
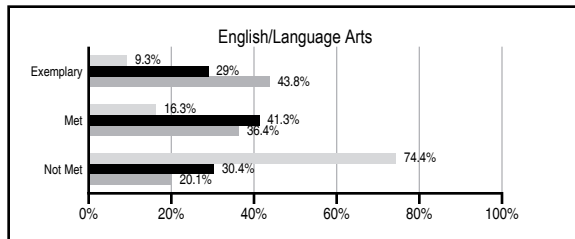
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	14	115	47	15

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Imagine Columbia Leadership Academy [SC Public Charter]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=145)				
Retention rate	0.0%	N/A	1.2%	0.9%
Attendance rate	92.5%	N/A	95.9%	96.3%
Served by gifted and talented program	0.0%	N/A	2.8%	7.2%
With disabilities	10.3%	N/A	13.5%	12.4%
Older than usual for grade	3.4%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	N/R	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	38.5%	N/A	60.0%	62.5%
Continuing contract teachers	15.4%	N/A	76.7%	83.3%
Teachers returning from previous year	N/A	N/A	84.8%	88.3%
Teacher attendance rate	98.0%	N/R	94.9%	95.0%
Average teacher salary*	N/A	I/S	\$46,205	\$48,193
Classes not taught by highly qualified teachers	12.5%	N/A	0.0%	0.0%
Professional development days/teacher	15.2 days	N/R	10.4 days	11.0 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	N/R	18.2 to 1	20.1 to 1
Prime instructional time	90.3%	N/R	89.5%	90.0%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	99.5%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,292	\$7,364
Percent of expenditures for instruction**	N/A	N/A	68.0%	68.0%
Percent of expenditures for teacher salaries**	N/A	N/A	64.0%	66.0%
ESEA composite index score	20.0	N/A	72.7	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	10	11	8
Percent satisfied with learning environment	80%	81.8%	N/A
Percent satisfied with social and physical environment	90%	72.8%	N/A
Percent satisfied with school-home relations	80%	90.9%	N/A

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Imagine Columbia Leadership Academy's (ICLA) focus is MicroSociety, a program where students apply academic skills taught during the day as citizens in a society of their own design. The students learn, work and manage their microcosm of the real world—as legislators, peer mediators, business owners, bankers, attorneys, community service-minded leaders, and many other occupations. The business ventures and government agencies provide the context for real world curriculum connections throughout the day. Students have opportunities that promote teamwork, community involvement, and citizenship. Learning links social and emotional development with academic and cognitive development through real-life experiences and students also have meaningful contact with working adults. Participating in a society of their own making is an authentic experience for our students – they are shaping their own culture! Our school also has a Micro University as a governmental agency to provide additional tutoring and support for struggling students during the school day.

We believe that every parent should have a choice in the education of their child. There is a great need for choice in the North Main area of Columbia. Unless our students and families see there is a choice in their lives and that education is a way to make changes they want and need, the cycle will continue. Our students are learning not only grade level academics, but life lessons that will stay with them as they become productive adults. ICLA provides a full range of special education classes. We have both inclusion and pull out services.

ICLA uses the Stanford 10 to provide individual student learning gains. Our school also participates in MAP testing, to monitor student learning in reading and math and to guide classroom instruction for students. At ICLA students are placed at the center of teaching and learning. Kathy Bigo defines differentiation as "the right of each pupil to be taught in a way specifically tailored to their individual learning needs. "Because one size does not fit all," a variety of teaching strategies are used in a differentiated classroom. The following are some of the strategies that are employed at the school: direct instruction, inquiry-based learning, cooperative learning, and information processing models.

Any effective school must face two important realities: 1) Employment opportunities in an information age favor people able to work effectively with others and 2) Research on effective organizations reveals that team learning — the process of people sharing strengths and solving problems as a team—is an essential element. In order for our students to be prepared for the 21st century they are mastering these essential workplace competencies as a routine part of their school experience. Our school infuses age appropriate cooperative learning processes into every classroom. Differentiated Instruction is implemented in all classrooms to meet the needs of a diverse community of learners.

Dr. Cecil Taliaferro, Board Chair
Suezan P. Turknnett, Principal

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status